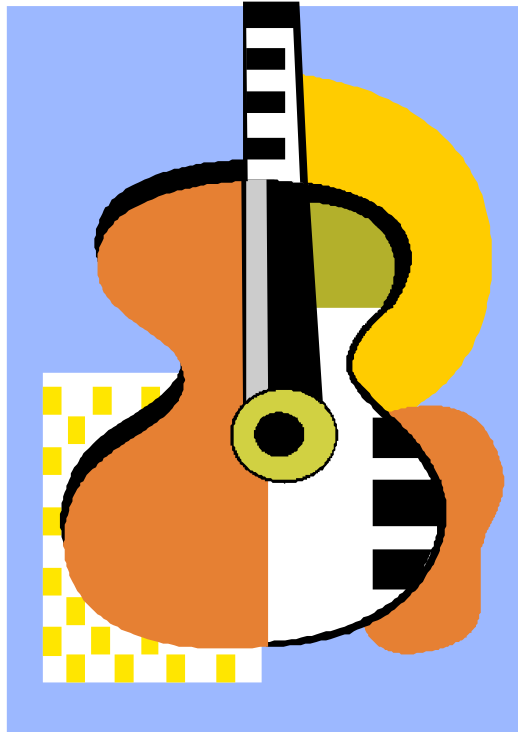

Sample Music Curriculum for Virginia Public Schools

Grade Six – Grade Eight



Commonwealth of Virginia
Department of Education
Richmond, Virginia

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Introduction

The curriculum in this publication reflects the intent of the music standards of learning found in the 2006 *Fine Arts Standards of Learning for Virginia Public Schools*, yet it moves well beyond the concepts presented in that document. Music educators from public schools in Chesterfield, Henrico, Loudoun, Montgomery, Powhatan, Prince William, and Stafford counties, as well as in the City of Richmond, contributed to this curriculum to better delineate the scope of music education in Virginia's middle schools and to facilitate a high level of music instruction across the Commonwealth. Classroom teachers, curriculum specialists, administrators, college faculty, and professional musicians assisted the music curriculum development team with reviewing and refining drafts of the document.

The *Sample Music Curriculum for Virginia Public Schools: Grade Six – Grade Eight* presents the essential content that should be included in middle school music education within the context of three course areas: General Music, Instrumental Music, and Vocal/Choral Music. The curriculum is cumulative, progressing in complexity from grade to grade. Throughout the curriculum, course content is expressed as instructional objectives organized within four content strands or topics: Performance and Production, Music Theory and Cultural Context, Judgment and Criticism, and Aesthetics. The Performance and Production and Music Theory and Cultural Context strands are divided into various areas of learning for organizational purposes. Although the strands and areas of learning are presented separately in order to define the musical experiences and instructional processes at all grade levels, the objectives overlap and integrate in actual musical experience.

A vocabulary list is provided for each course with the intent of enabling students to use course-specific music terminology to discuss and analyze their musical experiences.

These comprehensive instructional objectives are suggested minimum attainments in music. They set reasonable targets and expectations for what teachers should teach and students should learn by specifying clear, concise, measurable, and rigorous expectations for young people. They may be used in whole or in part by educators to design and deliver music instruction for each course. This curriculum does not prescribe how content should be taught, nor is it intended to be restrictive. Teachers are encouraged to select a variety of instructional strategies and assessment methods appropriate for their students as well as to go beyond the content presented here to meet the needs of all students.

The development of the *Sample Music Curriculum for Virginia Public Schools: Grade Six – Grade Eight* is an important step in the process of providing challenging educational programs in Virginia's public schools. A comprehensive middle school music program makes it possible for students to understand their own responses and the responses of others to the many forms of musical experience. It also enables students to develop and express their musical creativity as they progress toward full participation in musical culture, which is a defining characteristic of civilization. Furthermore, through music instruction, students acquire essential knowledge and skills that include the ability to think critically, solve problems resourcefully, make informed judgments, work cooperatively within groups, appreciate different cultures, and use their imagination and be creative. They also gain new understandings that enable them to apply their knowledge and skills in new situations and make critical connections.

The *Sample Music Curriculum for Virginia Public Schools: Grade Six – Grade Eight* is available on the Virginia Department of Education's Web site at http://www.doe.virginia.gov/instruction/fine_arts/index.shtml.

GOALS

The content of the music curriculum, like that of the music standards of learning, is intended to support the following goals for students:

- Develop understanding of music through musical experiences including singing, playing instruments, performing, composing, listening, and moving to music.
- Develop the ability to read and notate music.
- Create works of music that transcribe their thoughts and emotions into forms of musical expression.
- Exercise critical thinking skills by investigating and analyzing all facets of the music discipline.
- Demonstrate awareness of and responsibility for the safe and responsible use of materials, equipment, methods, and technologies.
- Demonstrate understanding of the relationship of music to history and culture.
- Make connections between music and other fields of knowledge.
- Demonstrate the ability to apply aesthetic criteria for making musical decisions.
- Develop awareness of copyright and royalty requirements when rehearsing, performing, or otherwise using the works of others. (*NOTE: Teachers will consistently model appropriate use of copyrighted and royalty-protected materials.*)

STRANDS

Performance and Production

Students will demonstrate mastery of musical skills and concepts at levels of increasing difficulty. They will learn to participate in music as a musician through singing and/or playing instruments, performing rhythms, moving to music, and composing/improvising. Students will participate in all aspects of music production and demonstrate appropriate use of related materials, methods, and technologies.

Music Theory and Cultural Context

Students will understand music by using knowledge of music theory, history, and the connections to the culture in which it was produced. They will study and practice music theory through music reading, notation, and sight-reading. They will use critical thinking skills to analyze the manner in which music is organized. Students will identify the style and distinctive characteristics of music that delineate each of the basic periods of music as well as the influence of technology and compositional techniques employed in various genres of music. Students will be guided in the development of criteria for making informed artistic judgments about music, as well as about the other arts, and for evaluating the role of music in society. They will examine the interrelationships of current events, developing technologies, and music in society.

Judgment and Criticism: Listening, Analyzing, Interpreting, Evaluating

Students will listen to, analyze, interpret, and evaluate music. They will articulate an objective evaluation of musical works by analyzing the creative musical elements within them and explaining how they work together to form a whole. Students will be guided in the development of criteria for making informed artistic judgments about music, as well as about the other arts, and for evaluating the role of music in society. They will apply these processes in creating and evaluating their own musical works.

Aesthetics: Responding, Reflecting

Students will respond to and reflect on the sensory, emotional, and intellectual qualities of music. They will examine various cultural perspectives and the factors that shape aesthetics responses. By listening to and evaluating the works of musical artists, students will become aware of the contribution of music to the quality of the human experience.

VOCABULARY

Students will use music terminology pertaining to all aspects of music and specifically those based on the content and skills found in the particular course objectives. Students will use these words and terms in oral and written communications and apply them in musical experiences. Teachers are encouraged to supplement the identified terminology, as appropriate.

ASSESSMENT

Assessment provides useful and accurate information about student learning. It employs practices and methods that are consistent with learning goals, curriculum, instruction, and current knowledge of how students learn in the music education environment. Music educators assess and document student learning, using methods that may include structured and informal observations and interviews, projects and tasks, presentations, musical performances, and multiple-choice and short-answer tests.

Classroom assessment affects learning. It is integrated with curriculum and instruction so that teaching, learning, and assessment constitute a continuous process. By documenting and evaluating student work, teachers obtain information for understanding student progress in ways that can guide future instruction. Also, assessment provides opportunities for students' self-reflection, evaluation, and learning.

Teachers are encouraged to develop their own assessment techniques, strategies, and instruments and share them with other music educators. Suggested assessment tools are listed at the end of each grade level.

TECHNOLOGY

Teachers are encouraged to integrate use of technology into all levels of the curriculum as a means of enhancing and differentiating the learning experience for students. By using technological tools, teachers are empowering students to use their technological skills while deepening their knowledge and understanding of music concepts.

Grade Six General Music

The goal of the instructional objectives for Grade Six General Music is to enable students to obtain musical knowledge and skills. Students participate in music through singing, playing instruments, performing rhythms, moving to music, and composing/improvising. Students explore music theory by reading and writing music notation and become familiar with important musical styles and representative works of music from different periods of music history. Through musical experiences, students demonstrate an understanding of the relationship of music to history, culture, and other fields of knowledge. Students become aware of the contributions of music to the quality of the human experience.

Correlations to Virginia's music and core academic Standards of Learning are listed below each objective.

INSTRUCTIONAL OBJECTIVES

Performance and Production

Singing

1. The student will demonstrate appropriate choral behaviors.
Music MS.1, MS.8 | English 6.1
2. The student will sing melodies written in traditional notation on the treble staff.
Music MS.1, MS.2, MS.4, MS.5 | English 6.1, 6.4, 6.5, 6.6
3. The student will sing music written in unison or two parts.
Music MS.1, MS.2, MS.4, MS.5, MS.8 | English 6.1, 6.3

Playing Instruments

4. The student will play melodies and accompaniments written in traditional notation on the treble staff.
Music MS.1, MS.2, MS.4, MS.5, MS.8 | History and Social Science USI.4
5. The student will play music in a variety of ensembles, using pitched and non-pitched instruments.
Music MS.1, MS.2, MS.4 | English 6.1

Performing Rhythms

6. The student will perform rhythmic patterns that include whole notes, half notes, quarter notes, eighth notes, and corresponding rests, using voice, body percussion, or instruments.
Music MS.1, MS.2, MS.3, MS.4, MS.5, MS.8 | Mathematics 6.2, 6.4

Moving to Music

7. The student will respond to music through movement.
Music MS.3
8. The student will perform choreographed and non-choreographed movements.
Music MS.3, MS.8

Composing/Improvising

9. The student will compose simple melodies and rhythms, using traditional or nontraditional notation.
Music MS.4 | English 6.7, 6.8
10. The student will improvise short melodic and rhythmic phrases.
Music MS.4 | English 6.5

Music Theory and Cultural Context

Reading and Writing Music

11. The student will identify melodic patterns.
Music MS.1 | Science 6.1

12. The student will recognize diatonic intervals.

Music MS.1 | Science 6.1

13. The student will read rhythmic patterns that include whole notes, half notes, quarter notes, eighth notes, and corresponding rests.

Music MS.1, MS.2 | Mathematics 6.2, 6.4

14. The student will notate rhythmic patterns that include whole notes, half notes, quarter notes, eighth notes, and corresponding rests.

Music MS.1, MS.4 | Mathematics 6.2, 6.4

15. The student will identify the functions of the upper and lower numbers of time signatures.

Music MS.1 | Mathematics 6.4

Understanding Music History and Musical Styles

16. The student will investigate representative composers and works of music from different periods of music history.

Music MS.5, MS.7 | English 6.7, 6.9 | History and Social Science USI.1, USII.1, USII.6

17. The student will listen to and describe a variety of musical styles, using music terminology.

Music MS.5, MS.7, MS.9 | English 6.4, 6.7 | History and Social Science USI.3, USI.4, USI.5, USI.9, USII.6

18. The student will identify characteristics of the music of world cultures.

Music MS.5, MS.7 | English 6.7 | History and Social Science USI.4

Making Connections

19. The student will investigate and describe various professional music careers, focusing especially on those concerned with music performance and creation (e.g., instrumentalist, vocalist, conductor, composer, arranger).

Music MS.6 | English 6.6, 6.7, 6.9 | History and Social Science USII.6, USII.9

20. The student will describe how people participate in music within the community as performers, consumers of music, and music advocates.

Music MS.6 | English 6.1, 6.2, 6.3, 6.7 | History and Social Science USII.6

21. The student will investigate significant innovations in the history and development of musical instruments.

Music MS.9 | English 6.9 | History and Social Science USII.9

22. The student will investigate ways sound is manipulated through the use of technology.

Music MS.4, MS.7, MS.9 | English 6.9

23. The student will identify ethical standards as applied to the use of copyrighted materials.

English 6.9 | History and Social Science CE.4

Judgment and Criticism: Listening, Analyzing, Interpreting, Evaluating

24. The student will investigate ways culture and technology influence vocal music and styles.

Music MS.5 | English 6.3, 6.6 | History and Social Science USII.9

25. The student will explore the importance of the composer's intent, cultural influences, and historical context for interpretation of works of music.

Music MS.4, MS.5, MS.6, MS.7 | English 6.4, 6.6 | History and Social Science USI.1, USII.1

26. The student will describe and interpret works of music, using inquiry skills and music terminology.

Music MS.5, MS.7 | English 6.4, 6.6, 6.9 | History and Social Science USI.1, USII.1

27. The student will examine accepted criteria for evaluating works of music.

Music MS.7 | English 6.6

28. The student will describe performances of music, using music terminology.

Music MS.7 | English 6.4, 6.7

29. The student will investigate accepted criteria for critiquing musical performances of self and others.

Music MS.7 | English 6.6

30. The student will describe ways that music can be persuasive.

Music MS.6 | English 6.3, 6.7

31. The student will identify ethical standards as applied to the use of copyrighted materials.

English 6.6 | History and Social Science CE.4

Aesthetics: Responding, Reflecting

32. The student will articulate reasons for preferences among works of music, using music terminology.

Music MS.7 | English 6.4, 6.7

33. The student will identify ways in which music evokes sensory, emotional, and intellectual responses.

Music MS.6, MS.7 | English 6.5, 6.6, 6.7

34. The student will investigate aesthetic criteria for determining the quality of a work of music or importance of a musical style.

English 6.7

35. The student will summarize the value of musical performance to the school community.

Music MS.6, MS.9 | English 6.7

36. The student will demonstrate concert etiquette as an active listener.

Music MS.8 | History and Social Science CE.4

VOCABULARY

advocate	dynamics	measure	tempo
aural	eighth note/rest	melody	time signature
bar line	etiquette	meter	treble clef
beat	form	notation	unison
choreography	half note/rest	pitch	upbeat
compose	harmony	phrase	vocal
copyright	improvise	pulse	whole note/rest
criteria	innovation	quarter note/rest	
diatonic	instrumental	repertoire	
downbeat	interval	staff	

ASSESSMENT

Teachers should select assessment methods to measure students' progress in relation to the curriculum objectives. Suggested assessment tools include the following:

- Small-group assessment using verbal and/or written rubrics
- Student self-assessment rubrics, either written (e.g., checklists) or verbal (to teacher or other students)
- Teacher-generated rubrics
- Interviews
- Written compositions or improvised musical works, either performed live or recorded
- Warm-up and exit tasks
- Question-and-answer assessment (large group, small group, or partner)
- Visual representations (e.g., graphic organizers, traditional notation, student-created notation), either drawn, written, made with manipulatives, or computer-generated

Grade Seven General Music

The goal of the instructional objectives for Grade Seven General Music is to enable students to enhance musical knowledge and skills. Students participate in increasingly complex music through singing, playing instruments, performing rhythms, moving to music, and composing/improvising music. Exploration of music theory continues as students read and write increasingly complicated music notation. Students compare and contrast musical styles and representative works of music from different periods of music history. Through musical experiences, students demonstrate an understanding of the relationship of music to history, culture, technology, and other fields of knowledge.

Correlations to Virginia's music and core academic Standards of Learning are listed below each objective.

INSTRUCTIONAL OBJECTIVES

Performance and Production

Singing

1. The student will sing a varied repertoire of songs while demonstrating appropriate choral behaviors.
Music MS.1, MS.2, MS.4, MS.5, MS.8 | English 7.1, 7.2, 7.3, 7.4 | History and Social Science USII.1 | Science LS.7, LS.8
2. The student will sing melodies written in traditional notation on the treble and bass staves.
Music MS.1, MS.2, MS.4, MS.5 | English 7.1, 7.4, 7.5, 7.6 | Mathematics 7.12 | Science LS.7, LS.8
3. The student will sing music written in two or more parts.
Music MS.1, MS.2, MS.4, MS.5, MS.8 | English 7.1, 7.2, 7.3, 7.4 | Mathematics 7.12 | Science LS.7, LS.8

Playing Instruments

4. The student will play melodies and accompaniments written in traditional notation on the treble and bass staves.
Music MS.1, MS.2, MS.4, MS.5, MS.8 | History and Social Science USII.1 | Mathematics 7.12
5. The student will play music of increasing difficulty in a variety of ensembles, using pitched and non-pitched instruments.
Music MS.1, MS.2, MS.4, MS.5, MS.8 | English 7.3 | History and Social Science USII.1 | Mathematics 7.12

Performing Rhythms

6. The student will perform rhythmic patterns that include whole notes, half notes, quarter notes, eighth notes, sixteenth notes, dotted notes, and corresponding rests in duple and triple meters, using voice, body percussion, or instruments.
Music MS.1, MS.2, MS.3, MS.4, MS.5, MS.8 | English 7.3 | Mathematics 7.12 | Science LS.3

Moving to Music

7. The student will use movement to illustrate styles of music.
Music MS.3 | English 7.2, 7.3 | History and Social Science USII.1, USII.2 | Science LS.7, LS.8
8. The student will explore types of choreography as related to different musical styles.
Music MS.3, MS.8 | English 7.9 | History and Social Science USII.1, USII.2 | Science LS.3, LS.7, LS.8

Composing/Improvising

9. The student will compose melodies and rhythms of increasing complexity, using traditional or nontraditional notation.
Music MS.4 | English 7.7, 7.8
10. The student will improvise melodic and rhythmic phrases of increasing complexity.
Music MS.4 | English 7.7, 7.8

Music Theory and Cultural Context

Reading and Writing Music

11. The student will identify melodic patterns containing steps, skips, and leaps.
Music MS.1 | English 7.2
12. The student will read melodic patterns using the diatonic scale.
Music MS.1 | English 7.2
13. The student will read rhythmic patterns that include whole notes, half notes, quarter notes, eighth notes, sixteenth notes, dotted notes, and corresponding rests.
Music MS.1, MS.2 | English 7.2 | Mathematics 7.4, 7.12
14. The student will notate rhythmic patterns that include whole notes, half notes, quarter notes, eighth notes, sixteenth notes, dotted notes, and corresponding rests.
Music MS.1, MS.4 | English 7.7 | Mathematics 7.4, 7.12

Understanding Music History and Musical Styles

15. The student will compare and contrast representative composers and works of music from different periods of music history.
Music MS.5, MS.6, MS.7 | English 7.6, 7.7, 7.9 | History and Social Science USII.6
16. The student will listen to and compare and contrast a variety of musical styles, using music terminology.
Music MS.5, MS.7, MS.9 | English 7.7, 7.9 | History and Social Science USII.1 | Science LS.1
17. The student will compare and contrast characteristics of the music of world cultures.
Music MS.5, MS.6, MS.7 | English 7.6, 7.7, 7.9 | History and Social Science USII.1 | Science LS.1, LS.7, LS.8, LS.10, LS.11

Making Connections

18. The student will investigate and describe various professional music careers, focusing especially on those concerned with the business and technical aspects of music (e.g., music producer, music/arts administrator, artists manager, music-business attorney, recording engineer, sound engineer).
Music MS.6 | English 7.6, 7.7, 7.9 | History and Social Science USII.1, CE.14
19. The student will describe how people who participate in music as performers, consumers of music, and music advocates impact the community.
Music MS.6 | English 7.6, 7.7, 7.9 | History and Social Science USII.1, CE.1, CE.9
20. The student will investigate the historical development of music notation.
Music MS.1, MS.5 | English 7.6, 7.7, 7.9 | History and Social Science USII.1, CE.1
21. The student will investigate technology used to create music.
Music MS.4, MS.5, MS.7, MS.9 | English 7.6, 7.7, 7.9 | History and Social Science USII.6
22. The student will investigate the historical significance of music as an agent of social change.
Music MS.6, MS.9 | English 7.6, 7.7, 7.9 | History and Social Science USII.6

Judgment and Criticism: Listening, Analyzing, Interpreting, Evaluating

23. The student will explain the importance of the composer's intent, cultural influences, and historical context for interpretation of works of music.
Music MS.4, MS.5, MS.6, MS.7 | English 7.6, 7.7 | History and Social Science USI.1, USII.1
24. The student will analyze and interpret works of music, using inquiry skills and music terminology.
Music MS.5, MS.7 | English 7.4, 7.6, 7.9 | History and Social Science USI.1, USII.1
25. The student will evaluate works of music, applying accepted criteria.
Music MS.7 | English 7.7 | History and Social Science USII.1
26. The student will critique musical performances of self and others, applying accepted criteria.
Music MS.7 | English 7.4, 7.7
27. The student will analyze ways that music can be persuasive and evoke emotion.
Music MS.6 | English, 7.3, 7.6, 7.7

28. The student will evaluate ethical standards as applied to the use of copyrighted materials.
English 7.6 | History and Social Science CE.4

Aesthetics: Responding, Reflecting

29. The student will analyze and explain how factors of time and place influence characteristics that give meaning and value to a work of music.
English 7.6, 7.7 | History and Social Science USII.1
30. The student will describe personal emotional and intellectual responses to works of music, using music terminology.
Music MS.6 | English 7.4, 7.7
31. The student will apply aesthetic criteria for determining the quality of a work of music or importance of a musical style.
English 7.6, 7.7
32. The student will investigate the roles of music in societies throughout history.
Music MS.6, MS.7 | English 7.6, 7.9 | History and Social Science USII.1, USII.6, CE.1
33. The student will summarize the value of musical performance to the community.
Music MS.6, MS.9 | English 7.7
34. The student will consistently demonstrate good concert etiquette as an active listener.
Music MS.8 | History and Social Science CE.4

VOCABULARY

accompaniment	dynamics	notation	step
advocate	elements of music	octave	vocal
bass clef	etiquette	sixteenth note/rest	
chord	instrumental	skip	
dotted note	leap	staff, staves	

ASSESSMENT

Teachers should select assessment methods to measure students' progress in relation to the curriculum objectives. Suggested assessment tools include the following:

- Small-group assessment using verbal and/or written rubrics
- Student self-assessment rubrics, either written (e.g., checklists) or verbal (to teacher or other students)
- Teacher-generated rubrics
- Interviews
- Written compositions or improvised musical works, either performed live or recorded
- Warm-up and exit tasks
- Question-and-answer assessment (large group, small group, or partner)
- Visual representations (e.g., graphic organizers, traditional notation, student-created notation), either drawn, written, made with manipulatives, or computer-generated

Grade Eight General Music

The goal of the instructional objectives for Grade Eight General Music is to enable students to use critical thinking skills to gain an understanding of music. Students participate in learning activities to develop music skills and knowledge and become informed consumers and advocates of music. Students make connections between the elements of music and other content areas. Students examine the cultural perspectives of music in society.

Correlations to Virginia's music and core academic Standards of Learning are listed below each objective.

INSTRUCTIONAL OBJECTIVES

Performance and Production

Singing

1. The student will sing a varied and increasingly complex repertoire of songs.
Music MS.1, MS.2, MS.4 | English 8.3, 8.4, 8.5 | Science PS.8
2. The student will sing melodies written in traditional notation on the treble and bass staves, using indicated dynamics, phrasing, and other expression.
Music MS.1, MS.2, MS.4, MS.5 | English 8.4, 8.5, 8.6 | Science PS.8
3. The student will sing music of increasing complexity written in two or more parts.
Music MS.1, MS.2, MS.4 | English 8.2 | Science PS.8

Playing Instruments

4. The student will play melodies and accompaniments written in traditional notation on the grand staff.
Music MS.1, MS.2, MS.4, MS.5, MS.8 | History and Social Science WHI.2
5. The student will play music of increasing difficulty in a variety of ensembles, using traditional and non-traditional instruments.
Music MS.1, MS.2, MS.4, MS.5, MS.8 | English 8.3 | Mathematics 8.1, 8.3 | Science PS.8

Performing Rhythms

6. The student will perform rhythmic patterns that include whole notes, half notes, quarter notes, dotted-half-followed-by-quarter notes, eighth notes, dotted-quarter-followed-by-eighth notes, sixteenth notes, dotted-eighth-followed-by-sixteenth notes, and corresponding rests, using voice, body percussion, or instruments.
Music MS.1, MS.2, MS.3, MS.4, MS.5, MS.8 | Mathematics 8.1, 8.3 | Science PS.8

Moving to Music

7. The student will investigate how choreography is a form of expression and communication.
Music MS.3 | English 8.2, 8.3, 8.6, 8.7, 8.9
8. The student will create movement, individually or in a group, to interpret a musical composition.
Music MS.3, MS.8 | English 8.7 | History and Social Science WHI.9, WHI.11
9. The student will create movement to illustrate forms, meters, and patterns.
Music MS.3 | English 8.2, 8.7

Composing/Improvising

10. The student will compose melodies and rhythms of increasing complexity and length, using traditional or nontraditional notation.
Music MS.4 | English 8.6, 8.7
11. The student will improvise melodic and rhythmic phrases of increasing complexity and length.
Music MS.4 | English 8.7, 8.8

Music Theory and Cultural Context

Reading and Writing Music

12. The student will identify melodic patterns, using specific interval names (e.g., third, fifth).
Music MS.1 | Mathematics 8.1 | Science PS.8
13. The student will read rhythmic patterns that include whole notes, half notes, quarter notes, dotted-half-followed-by-quarter notes, eighth notes, dotted-quarter-followed-by-eighth notes, sixteenth notes, dotted-eighth-followed-by-sixteenth notes, and corresponding rests in duple and triple meters.
Music MS.1, MS.2 | Mathematics 8.1, 8.3 | Science PS.8
14. The student will notate rhythmic patterns that include whole notes, half notes, quarter notes, dotted-half-followed-by-quarter notes, eighth notes, dotted-quarter-followed-by-eighth notes, sixteenth notes, dotted-eighth-followed-by-sixteenth notes, and corresponding rests in duple and triple meters.
Music MS.1, MS.4 | Mathematics 8.1, 8.3 | Science PS.8

Understanding Music History and Musical Styles

15. The student will analyze representative composers and works of music from different periods of music history.
Music MS.5, MS.7 | English 8.4, 8.5, 8.6 | History and Social Science WHI.12, WHI.13
16. The student will listen to and analyze a variety of musical styles, using music terminology.
Music MS.5, MS.7, MS.9 | English 8.4, 8.5, 8.6 | History and Social Science WHI.12, WHI.13
17. The student will analyze characteristics of the music of world cultures.
Music MS.7 | English 8.4, 8.5, 8.6, 8.9 | History and Social Science WHI.3, WHI.4, WHI.5, WHI.6, WHI.7, WHI.8, WHI.9, WHI.10, WHI.11, WHI.12, WHI.13

Making Connections

18. The student will investigate and describe various professional music careers, focusing especially on those concerned with music education and therapy (e.g., private music teacher, classroom music educator, music critic/writer, music therapist).
Music MS.6 | English 8.9 | History and Social Science CE.14
19. The student will investigate musical opportunities for performance and advocacy within the community.
Music MS.6 | English 8.9 | History and Social Science CE.9, CE.14
20. The student will investigate the history and development of recorded music.
Music MS.6 | English 8.9 | History and Social Science WHI.1 | Science PS.8
21. The student will use available technology to create music.
Music MS.4, MS.9 | English 8.3 | Science PS.8

Judgment and Criticism: Listening, Analyzing, Interpreting, Evaluating

22. The student will compare and contrast the importance of the composer's intent, cultural influences, and historical context for interpretation of works of music.
Music MS.4, MS.5, MS.6, MS.7 | English 8.6, 8.7 | History and Social Science USII.1
23. The student will examine ways personal experiences influence critical judgment about works of music and musical performances.
Music MS.6, MS.7
24. The student will analyze, interpret, and evaluate works of music, applying accepted criteria.
Music MS.5, MS.7 | English 8.7 | History and Social Science USII.1
25. The student will critique musical performances of self and others, applying accepted criteria.
Music MS.7 | English 8.7
26. The student will research the use and misuse of ethical standards as applied to copyrighted materials.
English 8.6, 8.9 | History and Social Science CE.4

Aesthetics: Responding, Reflecting

27. The student will analyze and explain personal emotional and intellectual responses to works of music, using music terminology.
Music MS.6 | English 8.4, 8.7
28. The student will analyze aesthetic criteria for evaluating works of music or musical performances.
English 8.5, 8.6
29. The student will summarize the value of musical performance to society.
Music MS.6, MS.9 | English 8.7
30. The student will consistently demonstrate exemplary concert etiquette as an active listener.
Music MS.8 | History and Social Science CE.4

VOCABULARY

advocate	dynamics	instrumental	vocal
arrangement	elements of music	interpretation	
aural	etiquette	notation	
duple meter	grand staff	triple meter	

ASSESSMENT

Teachers should select assessment methods to measure students' progress in relation to the curriculum objectives. Suggested assessment tools include the following:

- Small-group assessment using verbal and/or written rubrics
- Student self-assessment rubrics, either written (e.g., checklists) or verbal (to teacher or other students)
- Teacher-generated rubrics
- Interviews
- Written compositions or improvised musical works, either performed live or recorded
- Warm-up and exit tasks
- Question-and-answer assessment (large group, small group, or partner)
- Visual representations (e.g., graphic organizers, traditional notation, student-created notation), either drawn, written, made with manipulatives, or computer-generated

Middle School Beginning Instrumental Music

The goal of the instructional objectives for Middle School Beginning Instrumental Music is to enable students to begin instruction on a wind, percussion, or string instrument of their choice. Instruction begins at any middle school grade level. Students demonstrate proper care of the instrument and become familiar with the technology of the instrument. Students demonstrate basic positions, tone production, and fingerings, and count, read, and perform the beginning level of music being studied (Solo Literature Grade Levels 1 and 2 of the Virginia Band and Orchestra Directors Association [VBODA]). Students begin to describe, respond to, interpret, and evaluate works of music and create basic variations of simple melodies. Students investigate career options in music. Students use standard method books in either homogenous or heterogeneous class settings. Students are provided with opportunities to participate in local, district, and regional events.

Correlations to Virginia's music and core academic Standards of Learning are listed below each objective.

INSTRUCTIONAL OBJECTIVES

Performance and Production

Preparatory Basics

1. The student will select an appropriate instrument.
2. The student will identify the parts and demonstrate proper care of the instrument.
3. The student will demonstrate proper playing posture.
4. The student will demonstrate proper hand positions.
 - a. String student: bow hold
 - b. Percussion student: appropriate grip
 - c. Harp student: closed hand starting, placed hand starting, elbow and wrist positions
5. The wind student will demonstrate proper embouchure.
6. The guitar student will demonstrate the use of a foot rest.
7. The percussion student will be introduced to timpani and auxiliary instruments.

Technique

8. The wind student will use proper breathing techniques to produce tones that are clear, free of tension, and sustained.
Science 6.2
9. The string student will use proper bow placement, weight, and speed to produce tones that are clear, free of tension, and sustained.
Science 6.2
10. The guitar/harp student will use proper technique to demonstrate a clear and proper tone.
Science 6.2
11. The student will match pitches.
12. The student will begin to make adjustments to facilitate intonation.
English 6.2
13. The student will use contrasting articulations.
 - a. Wind student: tonguing, slurring
 - b. String student: legato, staccato, pizzicato
14. The student will demonstrate a steady beat at various tempos within literature being studied.

Music Literacy

15. The student will read and play standard music notation while performing music of varying styles and levels of difficulty, in accordance with Virginia Band and Orchestra Directors Association (VBODA) Grade Levels 1 and 2.
Music MS.1
16. The wind/mallet student will read and play rhythms and rhythmic patterns that include whole notes, half notes, quarter notes, dotted-half-followed-by-quarter notes, eighth notes, dotted-quarter-followed-by-eighth notes, and corresponding rests.
Music MS.1
17. The string student will read and play rhythms and rhythmic patterns that include whole notes, half notes, quarter notes, dotted-half-followed-by-quarter notes, eighth notes, and corresponding rests.
Music MS.1
18. The student will read and play music in simple meters (2/4, 3/4, 4/4).
Music MS.1
19. The wind/mallet student will read and perform one-octave ascending and descending concert F, B-flat, and E-flat scales and small chromatic patterns.
Music MS.1
20. The string student will read and perform one-octave ascending and descending D major, G major, and D harmonic minor scales.
Music MS.1
21. The guitar student will read and perform one-octave E, G, D, and A major scales and a chromatic scale in first position.
Music MS.1
22. The harp student will read and perform one-octave F and C major scales.
Music MS.1
23. The percussion student will demonstrate stick control and perform multiple bounce roll, 5-stroke roll, flam, flam tap, and single paradiddle, open-close-open on snare drum.
24. The student will use dynamic contrast as a means of expression in the performance of literature.

Musicianship and Personal Engagement

25. The student will identify the characteristic sound of the instrument being studied.
26. The student will monitor individual practice through the use of practice records that identify specific musical goals.
27. The student will consistently prepare for class (practice, materials).
28. The student will participate in school performances.
History and Social Science CE.4
29. The student will demonstrate learning through participation in local, district, or regional events, as appropriate to level, ability, and interest.
History and Social Science CE.4
30. The student will describe and demonstrate rehearsal and concert etiquette (e.g., using critical aural skills, following conducting gestures, maintaining attention in rest position).
English 6.1, 6.2 | History and Social Science CE.4

Ensemble Skills

31. The student will begin to balance instrumental timbres.
History and Social Science CE.4
32. The student will begin to make adjustments to facilitate intonation.
History and Social Science CE.4

- 33. The student will begin to match dynamic levels and playing style.
History and Social Science CE.4
- 34. The student will begin to respond to conducting patterns and gestures.
History and Social Science CE.4
- 35. The student will demonstrate steady tempo.

Music Theory and Cultural Context

- 36. The student will identify, define, and utilize basic standard notation for pitch, rhythm, dynamics, articulation, and expression.
- 37. The student will sing selected lines from music being studied.
- 38. The student will create, through playing and writing, rhythmic variations of four-measure selections (e.g., folk song, exercise, etude).
Music MS.4
- 39. The student will investigate career options in music.
Music MS.6 | English 6.9 | History and Social Science USII.1
- 40. The student will identify cultures, musical styles, composers, historical periods, and musical forms related to the music literature being studied.
Music MS.7 | History and Social Science USI.5, USII.1, USII.6, USII.9
- 41. The student will use available technology in the study and creation of music.
History and Social Science USII.9

Judgment and Criticism: Listening, Analyzing, Interpreting, Evaluating

- 42. The student will investigate ways culture and technology influence instruments and instrumental music and styles.
Music MS.5 | English 6.3, 6.6 | History and Social Science USII.9
- 43. The student will explore the importance of the composer's intent, cultural influences, and historical context for interpretation of works of music.
Music MS.4, MS.5, MS.6, MS.7 | English 6.4, 6.6 | History and Social Science USI.1, USII.1
- 44. The student will describe and interpret works of music, using inquiry skills and music terminology.
Music MS.5, MS.7 | English 6.4, 6.6, 6.9 | History and Social Science USI.1, USII.1
- 45. The student will examine accepted criteria for evaluating works of music.
Music MS.7 | English 6.6
- 46. The student will describe performances of music, using music terminology.
Music MS.7 | English 6.4, 6.7
- 47. The student will investigate accepted criteria for critiquing musical performances of self and others.
Music MS.7 | English 6.6
- 48. The student will describe ways that music can be persuasive.
Music MS.6 | English 6.3, 6.7
- 49. The student will identify ethical standards as applied to the use of copyrighted materials.
English 6.6 | History and Social Science CE.4

Aesthetics: Responding, Reflecting

- 50. The student will articulate reasons for preferences among works of music, using music terminology.
Music MS.7 | English 6.4, 6.7
- 51. The student will identify ways in which music evokes sensory, emotional, and intellectual responses.
Music MS.6, MS.7 | English 6.5, 6.6, 6.7

52. The student will investigate aesthetic criteria for determining the quality of a work of music or importance of a musical style.

English 6.7

53. The student will summarize the value of musical performance to the school community.

Music MS.6, MS.9 | English 6.7

54. The student will demonstrate concert etiquette as an active listener.

Music MS.8 | History and Social Science CE.4

VOCABULARY

accidental	conductor	key signature	rhythm
accompaniment	da capo (D.C.)	ledger line	ritardando
allegro	D.C. al fine	legato	round
anacrusis	détaché	martelé	scale
andante	double bar	measure	second ending
arco	downbeat	melody	sharp
arranger	down-bow	meter	simile
bar line	duet	metronome	slur
beat	dynamics	moderato	solo
bow lift	embouchure	natural	staccato
bow speed	ensemble	octave	staff
bow weight	fermata	phrase	subdivide
call-and-response	fine	<i>piano</i>	tempo
canon	first ending	pickup note	tie
chord	flat	pizzicato	time signature
chromatic	<i>forte</i>	pulse	trio
clef	glissando (harp)	quartet	tuning
coda	harmony	register	up-bow
composer	intonation	repeat sign	variation

ASSESSMENT

Teachers should select assessment methods to measure students' progress in relation to the curriculum objectives. Suggested assessment tools include the following:

- Small-group assessment using verbal and/or written rubrics
- Student self-assessment rubrics, either written (e.g., checklists) or verbal (to teacher or other students)
- Teacher-generated rubrics
- Listening journal
- Rehearsal-reflection log
- Sight-reading rubrics
- Formal and informal playing evaluations
- Concert participation
- Written compositions or improvised musical works, either performed live or recorded
- Warm-up and exit tasks
- Question-and-answer assessment (large group, small group, or partner)
- Visual representations (e.g., graphic organizers, traditional notation, student-created notation), either drawn, written, made with manipulatives, or computer-generated

Middle School Intermediate Instrumental Music

The goal of the instructional objectives for Middle School Intermediate Instrumental Music is to enable students to continue to develop basic musicianship and music literacy. Students begin to use more articulations and bowings, perform scales and music in a wider range of key signatures, use shifting on guitar, and perform music at Solo Literature Grade Levels 1–3 of the Virginia Band and Orchestra Directors Association (VBODA). Ensemble skills become more developed as students participate in ensemble settings. Students create, through playing and writing, melodic variations of four to eight measures. Students compare and contrast career options in music. Students describe musical concepts, respond to music, investigate music’s relationship to other disciplines, and analyze various cultures, musical styles, composers, and historical periods. Students are provided with opportunities to participate in local, district, and regional events.

Correlations to Virginia’s music and core academic Standards of Learning are listed below each objective.

INSTRUCTIONAL OBJECTIVES

Performance and Production

Preparatory Basics

1. The student will demonstrate proper care and basic maintenance of the instrument.
2. The student will consistently demonstrate proper playing posture and hand positions.
English 7.2
3. The wind student will consistently demonstrate proper embouchure.
English 7.2
4. The string student will demonstrate the ability to tune strings, using fine tuners and an electronic tuner.
English 7.3 | Mathematics 7.4
5. The percussion student will demonstrate basic tuning of two timpani and use basic playing technique on auxiliary instruments.
English 7.3 | Mathematics 7.4

Technique

6. The wind student will use proper breathing techniques to produce tones that are clear, free of tension, sustained, and unwavering in pitch.
English 7.2 | Science LS.1
7. The string student will use proper bow placement, weight, and speed to produce tones that are clear, free of tension, sustained, and unwavering in pitch.
English 7.2 | Mathematics 7.4 | Science LS.1
8. The student will adjust/refine intonation while playing.
English 7.2 | Mathematics 7.4 | Science LS.1
9. The student will use contrasting articulations.
 - a. Wind student: staccato, legato, accent
 - b. String student: détaché, accent, hooked bowing, two-note slurring, slurred staccato, sforzando, glissando (harp)
English 7.2, 7.4 | Mathematics 7.12 | Science LS.1
10. The student will demonstrate a steady beat at various tempos within musical literature being studied.
English 7.1, 7.2 | Mathematics 7.12

Music Literacy

11. The student will read and play standard music notation while performing varying styles and levels of difficulty, in accordance with Virginia Band and Orchestra Directors Association (VBODA) Grade Levels 1–3.
Music MS.1 | English 7.1, 7.2 | Mathematics 7.12
12. The wind/percussion student will read and play rhythms and rhythmic patterns that include sixteenth notes, dotted-eighth-followed-by-sixteenth notes, triplets, and corresponding rests.
Music MS.1 | Mathematics 7.12
13. The string student will read and play rhythms and rhythmic patterns that include dotted-quarter-followed-by-eighth notes, sixteenth notes, and corresponding rests.
Music MS.1 | Mathematics 7.12
14. The student will read and play music in 2/2 (alla breve, cut time).
Music MS.1
15. The wind/mallet student will read and perform one-octave ascending and descending concert C, G, and D scales and a chromatic scale.
Music MS.1 | Mathematics 7.12
16. The string student will read and perform a one-octave C major scale and two-octave D major and G major scales (double bass dropping to lower string as needed).
Music MS.1 | Mathematics 7.12
17. The guitar student will read and perform one-octave F and C major scales and E and A natural minor scales in first position.
Music MS.1 | Mathematics 7.12
18. The harp student will read and perform two-octave G, D, A, B-flat, and A-flat major scales.
Music MS.1 | Mathematics 7.12
19. The percussion student will perform 9-stroke roll, drag, drag paradiddle, flam accent, flamacue, single drag tap, double drag tap, and lesson 25 (Percussive Arts Society) on snare drum.
Mathematics 7.12
20. The student will frequently use dynamic contrast as a means of expression in the performance of literature being studied.

Musicianship and Personal Engagement

21. The student will make adjustments to the instrument to facilitate intonation.
22. The student will identify and frequently produce the characteristic sound of the instrument being studied.
English 7.2, 7.6, 7.9 | Science LS.1
23. The student will monitor individual practice with a level of refinement that reflects specific musical goals.
English 7.3, 7.6, 7.8
24. The student will consistently prepare for class.
English 7.1, 7.2
25. The student will participate in curricular and co-curricular school performances.
English 7.1, 7.2
26. The student will demonstrate learning through participation in local, district, or regional events, as appropriate to level, ability, and interest.
English 7.1, 7.2
27. The student will consistently demonstrate good rehearsal and concert etiquette (e.g., using critical aural skills, following conducting gestures, maintaining attention in rest position).
English 7.2 | History and Social Science CE.4

Ensemble Skills

- 28. The student will frequently balance and blend instrumental timbres.
History and Social Science CE.4
- 29. The student will frequently match dynamic levels, style, and intonation.
History and Social Science CE.4
- 30. The student will frequently respond to conducting patterns and gestures.
History and Social Science CE.4
- 31. The student will consistently demonstrate steady tempo.

Music Theory and Cultural Context

- 32. The student will identify, define, and utilize standard notation for pitch, rhythm, dynamics, tempo, articulation, and expression.
- 33. The student will sing independent parts selected from the musical material being studied.
- 34. The student will create, through playing and writing, rhythmic and melodic variations of four eight-measure selections (e.g., folk song, exercise, etude).
Music MS.4 | English 7.5, 7.6, 7.7, 7.8
- 35. The student will compare and contrast career options in music.
Music MS.6 | English 7.4, 7.6, 7.7, 7.8, 7.9 | History and Social Science USII.1
- 36. The student will analyze cultures, musical styles, composers, historical periods, and musical forms related to the music literature being studied.
Music MS.7 | English 7.6, 7.7, 7.8, 7.9 | History and Social Science USI.5, USII.1, USII.6, USII.9
- 37. The student will use available technology in the study and creation of music.
History and Social Science USII.9

Judgment and Criticism: Listening, Analyzing, Interpreting, Evaluating

- 38. The student will explain the importance of the composer's intent, cultural influences, and historical context for interpretation of works of music.
Music MS.4, MS.5, MS.6, MS.7 | English 7.6, 7.7 | History and Social Science USI.1, USII.1
- 39. The student will analyze and interpret works of music, using inquiry skills and music terminology.
Music MS.5, MS.7 | English 7.4, 7.6, 7.9 | History and Social Science USI.1, USII.1
- 40. The student will evaluate works of music, applying accepted criteria.
Music MS.7 | English 7.7 | History and Social Science USII.1
- 41. The student will critique musical performances of self and others, applying accepted criteria.
Music MS.7 | English 7.4, 7.7
- 42. The student will analyze ways that music can be persuasive and evoke emotion.
Music MS.6 | English, 7.3, 7.6, 7.7
- 43. The student will evaluate ethical standards as applied to the use of copyrighted materials.
English 7.6 | History and Social Science CE.4

Aesthetics: Responding, Reflecting

- 44. The student will analyze and explain how factors of time and place influence characteristics that give meaning and value to a work of music.
English 7.6, 7.7 | History and Social Science USII.1
- 45. The student will describe personal emotional and intellectual responses to works of music, using music terminology.
Music MS.6 | English 7.4, 7.7

46. The student will apply aesthetic criteria for determining the quality of a work of music or importance of a musical style.
English 7.6, 7.7
47. The student will investigate the roles of music in societies throughout history.
Music MS.6, MS.7 | English 7.6, 7.9 | History and Social Science USII.1, USII.6, CE.1
48. The student will summarize the value of musical performance to the community.
Music MS.6, MS.9 | English 7.7
49. The student will consistently demonstrate good concert etiquette as an active listener.
Music MS.8 | History and Social Science CE.4

VOCABULARY

accelerando	common time	intervals	sforzando
accents	concertmaster	marcato	slurred staccato
alla breve	contemporary	march	subdivide
allegretto	crescendo	<i>mezzo forte</i>	syncopation
arpeggio	cut time	<i>mezzo piano</i>	timbre
articulation	decrescendo	music business	tone color
ascending	descending	music educator	triplet
balance	diminuendo	music therapist	tuning
baroque	divisi	performer	tutti
blend	enharmonic	<i>pianissimo</i>	whole step
blend	<i>fortissimo</i>	rallentando	
caesura	half step	romantic	
classical	hooked bow	score	

ASSESSMENT

Teachers should select assessment methods to measure students' progress in relation to the curriculum objectives. Suggested assessment tools include the following:

- Small-group assessment using verbal and/or written rubrics
- Student self-assessment rubrics, either written (e.g., checklists) or verbal (to teacher or other students)
- Teacher-generated rubrics
- Listening journal
- Rehearsal-reflection log
- Sight-reading rubrics
- Formal and informal playing evaluations
- Concert participation
- Written compositions or improvised musical works, either performed live or recorded
- Warm-up and exit tasks
- Question-and-answer assessment (large group, small group, or partner)
- Visual representations (e.g., graphic organizers, traditional notation, student-created notation), either drawn, written, made with manipulatives, or computer-generated

Middle School Advanced Instrumental Music

The goal of the instructional objectives for Middle School Advanced Instrumental Music is to enable students to become more advanced in technical and expressive skills and show maturity in musicianship. Students demonstrate a variety of articulations, bowings, positions, alternate fingerings, and vibrato while playing the required scales, arpeggios, and rudiments in more complex rhythmic patterns. Percussion students become more proficient in the use of mallet instruments, timpani, and auxiliary instruments. Students create, through playing and writing, rhythmic, melodic and expressive variations. Students research career options in music. Students perform music at Solo Literature Grade Levels 2–4 of the Virginia Band and Orchestra Directors Association (VBODA). Students discuss and evaluate characteristics of their own works of music and the works of others. Students are provided with opportunities to participate in local, district, and regional events.

Correlations to Virginia’s music and core academic Standards of Learning are listed below each objective.

INSTRUCTIONAL OBJECTIVES

Performance and Production

Preparatory Basics

1. The student will demonstrate proper care and maintenance of the instrument.
2. The student will consistently demonstrate proper playing posture and hand positions, to include shifting to upper positions on strings.
3. The student will demonstrate the ability to adjust embouchure, as appropriate.
4. The string student will tune the instrument, using fine tuners and an electronic tuner.
Science PS.8
5. The percussion student will tune three or more timpani to a reference pitch and demonstrate proper technique on auxiliary instruments.
Science PS.8

Technique

6. The wind student will use proper breathing techniques to produce tones that are clear, free of tension, sustained, and centered in pitch.
History and Social Science CE.4 | Science PS.8
7. The string student will use proper bow placement, weight, and speed, and develop a beginning vibrato motion.
History and Social Science CE.4 | Science PS.8
8. The student will match pitches and adjust intonation.
History and Social Science CE.4 | Science PS.8
9. The student will use a variety of articulations.
 - a. Wind students: marcato, tenuto, sforzando
 - b. String students: spiccato, brush stroke, tremolo, multiple-note slurring
History and Social Science CE.4 | Science PS.10
10. The student will demonstrate a steady beat at various tempos within the musical literature being studied.
History and Social Science CE.4 | Science PS.8

Music Literacy

11. The student will read and play standard music notation while performing music of varying styles and levels of difficulty, in accordance with Virginia Band and Orchestra Directors Association (VBODA) Grade Levels 2–4.
Music MS.1 | English 8.2 | History and Social Science CE.4
12. The student will read and play rhythms and rhythmic patterns that include dotted notes, triplets, and corresponding rests.
Music MS.1 | History and Social Science CE.4
13. The student will read and play music in compound meters (3/8, 6/8) and simple mixed meters and gain an awareness of asymmetrical meter.
Music MS.1 | History and Social Science CE.4
14. The wind/mallet student will read and perform ascending and descending concert C, F, B-flat, E-flat, A-flat, G, D A, and E scales and an extended chromatic scale, commensurate with VBODA district requirements.
Music MS.1 | History and Social Science CE.4
15. The string student will read and perform a one-octave B-flat major scale and two-octave C, G, D, A, and F major scales, and A, D, and E harmonic minor scales, commensurate with VBODA regional requirements.
Music MS.1 | History and Social Science CE.4
16. The guitar student will read and perform one-octave B-flat and E-flat major scales in first position.
Music MS.1 | History and Social Science CE.4
17. The guitar student will perform pentatonic scales, modal scales, and a two-octave chromatic scale.
Music MS.1 | History and Social Science CE.4
18. The percussion student will perform 13 rudiments (Percussive Arts Society), open-close-open, on snare drum.
History and Social Science CE.4
19. The student will consistently use dynamic contrast as a means of expression in the performance of literature being studied.
History and Social Science CE.4

Musicianship and Personal Engagement

20. The student will consistently make adjustments to the instrument to facilitate intonation.
History and Social Science CE.4 | Science PS.8
21. The student will consistently produce the characteristic sound of the instrument being studied.
History and Social Science CE.4
22. The student will monitor individual practice with a level of refinement that reflects advanced musical goals.
History and Social Science CE.4
23. The student will consistently prepare for class (practice, materials).
History and Social Science CE.4
24. The student will participate in curricular and co-curricular performances.
History and Social Science CE.4
25. The student will demonstrate learning through participation in local, district, or regional events, as appropriate to level, ability, and interest.
History and Social Science CE.4
26. The student will consistently demonstrate exemplary rehearsal and concert etiquette (e.g., using critical aural skills, following conducting gestures, maintaining attention in rest position).
History and Social Science CE.4

Ensemble Skills

- 27. The student will consistently balance and blend instrumental timbres.
History and Social Science CE.4 | Science PS.8
- 28. The student will consistently match dynamic levels, style, and intonation.
History and Social Science CE.4 | Science PS.8
- 29. The student will consistently respond to conducting patterns and gestures.
History and Social Science CE.4
- 30. The student will always demonstrate steady tempo.

Music Theory and Cultural Context

- 31. The student will identify, define, and utilize standard notation for pitch, rhythm, dynamics, tempo, articulation, and expression.
- 32. The student will sing selected lines from the material being studied.
History and Social Science CE.4
- 33. The student will create, through playing and writing, rhythmic, melodic, and expressive variations of musical selections (e.g., folk song, exercise, etude).
Music MS.4 | History and Social Science CE.4
- 34. The student will research career options in music.
Music MS.6.1 | English 8.9 | History and Social Science CE.14
- 35. The student will research cultures, musical styles, composers, historical periods, and musical forms related to the music literature being studied.
Music MS.5 | English 8.9 | History and Social Science USI.5, USII.1, USII.6, USII.9, WHI.1
- 36. The student will use available technology for research and in the study and creation of music.
History and Social Science USII.9

Judgment and Criticism: Listening, Analyzing, Interpreting, Evaluating

- 37. The student will compare and contrast the importance of the composer's intent, cultural influences, and historical context for interpretation of works of music.
Music MS.4, MS.5, MS.6, MS.7 | English 8.6, 8.7 | History and Social Science USII.1
- 38. The student will examine ways personal experiences influence critical judgment about works of music and musical performances.
Music MS.6, MS.7
- 39. The student will analyze, interpret, and evaluate works of music, applying accepted criteria.
Music MS.5, MS.7 | English 8.7 | History and Social Science USII.1
- 40. The student will critique musical performances of self and others, applying accepted criteria.
Music MS.7 | English 8.7
- 41. The student will research the use and misuse of ethical standards as applied to copyrighted materials.
English 8.6, 8.9 | History and Social Science CE.4

Aesthetics: Responding, Reflecting

- 42. The student will analyze and explain personal emotional and intellectual responses to works of music, using music terminology.
Music MS.6 | English 8.4, 8.7
- 43. The student will analyze aesthetic criteria for evaluating works of music or musical performances.
English 8.5, 8.6
- 44. The student will summarize the value of musical performance to society.
Music MS.6, MS.9 | English 8.7

45. The student will consistently demonstrate exemplary concert etiquette as an active listener.
Music MS.8 | History and Social Science CE.4

VOCABULARY

a tempo	diminution	melodic minor	theme and variations
alternate fingering	double stop	natural minor	tone quality
augmentation	downward glissando	position (i.e., iii, iv)	transposition
chamber music	expression	senza sordino	tremolo
coda	harmonic	sforzando	trill
con sordino	harmonic minor	shift	upward glissando
concerto	improvisation	sonata	vibrato
contrast	instrumentation	spiccato	
dal segno	leadership	symphony	
dal segno al coda	maestoso	tenuto	

ASSESSMENT

Teachers should select assessment methods to measure students' progress in relation to the curriculum objectives. Suggested assessment tools include the following:

- Small-group assessment using verbal and/or written rubrics
- Student self-assessment rubrics, either written (e.g., checklists) or verbal (to teacher or other students)
- Teacher-generated rubrics
- Listening journal
- Rehearsal-reflection log
- Sight-reading rubrics
- Formal and informal playing evaluations
- Written compositions or improvised musical works, either performed live or recorded
- Warm-up and exit tasks
- Question-and-answer assessment (large group, small group, or partner)
- Visual representations (e.g., graphic organizers, traditional notation, student-created notation), either drawn, written, made with manipulatives, or computer-generated

Middle School Beginning Vocal/Choral Music

The goal of the instructional objectives for Middle School Beginning Vocal/Choral Music is to enable students to obtain musical knowledge and skills in a choral setting. Students begin to develop choral skills, including singing in unison and two-part harmony, with emphasis on vocal production and technique. Students learn to read, write, and compose music, using basic music theory. Students explore and perform music in a variety of music styles. In addition, students develop an understanding of responsible concert etiquette. Students are provided with opportunities to participate in local, district, regional, and state events.

Correlations to Virginia's music and core academic Standards of Learning are listed below each objective.

INSTRUCTIONAL OBJECTIVES

Performance and Production

Vocal Techniques and Choral Skills

1. The student will use singing posture to support vocal production.
Music MS.2
2. The student will use appropriate breathing techniques to support vocal production.
Music MS.2
3. The student will identify vocal anatomy, including the function of the diaphragm and larynx in singing.
4. The student will sing with a free and clear tone.
5. The student will produce pure vowel sounds (ah, eh, ee, oh, and oo).
6. The student will articulate consonant sounds.
7. The student will sing developmentally appropriate vocal exercises.
Music MS.2
8. The student will sing an assigned vocal part in music written in unison or simple harmony.
Music MS.2
9. The student will sing individually and in groups.
Music MS.2
10. The student will improvise responses to given rhythmic and melodic phrases.
Music MS.1, MS.4

Tempo and Rhythm

11. The student will identify tempo markings, including allegro, andante, and lento.
English 6.4
12. The student will perform basic rhythms indicated in musical scores and rhythmic exercises.
Music MS.1

Dynamics and Expression

13. The student will identify dynamic markings, including *p*, *mp*, *mf*, *f*, crescendo, and decrescendo.
14. The student will respond to basic conducting patterns and interpretive gestures.
15. The student will sing with expression to reflect the mood and style of the music.

Movement

16. The student will respond to music through movement.
Music MS.3
17. The student will perform choreographed and non-choreographed movements.
Music MS.3

Collaboration and Concert Etiquette

18. The student will participate in a variety of music activities and performances.
Music MS.3, MS.4, MS.7, MS.8 | English 6.1, 6.2
19. The student will demonstrate behavior in keeping with the collaborative nature of the choral art.
English 6.1, 6.2
20. The student will demonstrate concert etiquette as a choral performer.
Music MS.8 | English 6.1 | History and Social Science CE.4

Music Theory and Cultural Context

Reading and Writing Music

21. The student will develop basic skills of choral score reading.
Music MS.1
22. The student will read rhythmic patterns that include whole notes, half notes, quarter notes, eighth notes, and corresponding rests.
Music MS.1
23. The student will notate rhythmic patterns that include whole notes, half notes, quarter notes, eighth notes, and corresponding rests.
Music MS.4
24. The student will identify melodic patterns.
Music MS.1
25. The student will recognize diatonic intervals.
26. The student will read and sight-sing simple rhythmic and melodic patterns.
Music MS.1
27. The student will write simple rhythmic and melodic phrases from dictation.
28. The student will identify the functions of the upper and lower numbers of time signatures.
29. The student will identify the functions of the sharp, flat, and natural.
30. The student will aurally distinguish major and minor tonalities.
31. The student will utilize available technology and related software to reinforce beginning choral skills.
32. The student will identify similar and contrasting musical phrases and sections.
Music MS.3, MS.5

Understanding Music History and Musical Styles

33. The student will identify contrasting musical periods and styles.
Music MS.3, MS.5 | English 6.6, 6.7, 6.9
34. The student will identify the characteristics of choral music from a variety of cultures.
Music MS.7 | English 6.6, 6.7, 6.9

Making Connections

35. The student will identify careers in music.
Music MS.6 | English 6.6, 6.7, 6.9
36. The student will explore the relationship of choral music to the other fine arts and to disciplines outside the arts.
Music MS.9 | English 6.5, 6.6, 6.9

Judgment and Criticism: Listening, Analyzing, Interpreting, Evaluating

37. The student will investigate ways culture and technology influence vocal music and styles.
Music MS.5 | English 6.3, 6.6 | History and Social Science USII.9

38. The student will explore the importance of the composer's intent, cultural influences, and historical context for interpretation of works of music.
Music MS.4, MS.5, MS.6, MS.7 | English 6.4, 6.6 | History and Social Science USI.1, USII.1
39. The student will describe and interpret works of music, using inquiry skills and music terminology.
Music MS.5, MS.7 | English 6.4, 6.6, 6.9 | History and Social Science USI.1, USII.1
40. The student will examine accepted criteria for evaluating works of music.
Music MS.7 | English 6.6
41. The student will describe performances of music, using music terminology.
Music MS.7 | English 6.4, 6.7
42. The student will investigate accepted criteria for critiquing musical performances of self and others.
Music MS.7 | English 6.6
43. The student will describe ways that music can be persuasive.
Music MS.6 | English 6.3, 6.7
44. The student will identify ethical standards as applied to the use of copyrighted materials.
English 6.6 | History and Social Science CE.4

Aesthetics: Responding, Reflecting

45. The student will articulate reasons for preferences among works of music, using music terminology.
Music MS.7 | English 6.4, 6.7
46. The student will identify ways in which music evokes sensory, emotional, and intellectual responses.
Music MS.6, MS.7 | English 6.5, 6.6, 6.7
47. The student will investigate aesthetic criteria for determining the quality of a work of music or importance of a musical style.
English 6.6
48. The student will summarize the value of musical performance to the school community.
Music MS.6, MS.9 | English 6.7
49. The student will demonstrate concert etiquette as an active listener.
Music MS.8 | History and Social Science CE.4

VOCABULARY

accidental	dictation	<i>lento</i>	repeat
allegro	diction	major	rhythm
anatomy	downbeat	measure	score
andante	dynamics	melody	second ending
articulate	eighth note/rest	<i>mezzo forte</i>	sensory
aural	etiquette	<i>mezzo piano</i>	sharp
bar line	first ending	minor	spiritual
beat	flat	natural	tempo
choreography	<i>forte</i>	notation	treble clef
collaborative	half note/rest	pentatonic	time signature
crescendo	harmony	phrase	tonic
criteria	improvise	<i>piano</i>	unison
critique	improvisation	pitch	upbeat
decrescendo	interval	posture	whole note/rest
diaphragm	jazz	pulse	
diatonic	larynx	quarter note/rest	

ASSESSMENT

Teachers should select assessment methods to measure students' progress in relation to the curriculum objectives. Suggested assessment tools include the following:

- Small-group assessment using verbal and/or written rubrics
- Student self-assessment rubrics, either written (e.g., checklists) or verbal (to teacher or other students)
- Teacher-generated rubrics
- Listening journal
- Rehearsal-reflection log
- Sight-singing rubrics
- Concert participation
- Written compositions or improvised musical works, either performed live or recorded
- Warm-up and exit tasks
- Question-and-answer assessment (large group, small group, or partner)
- Visual representations (e.g., graphic organizers, traditional notation, student-created notation), either drawn, written, made with manipulatives, or computer-generated

Middle School Intermediate Vocal/Choral Music

The instructional objectives for Middle School Intermediate Vocal/Choral Music build upon skills and knowledge acquired at the beginning level. Students continue development of vocal production techniques and ensemble participation. Opportunities are provided for students to explore choral music as a means of expression and communication. Through the collaborative environment of the choral setting, students develop an understanding of teamwork and leadership skills. Students are provided with opportunities to participate in local, district, regional, and state events.

Correlations to Virginia's music and core academic Standards of Learning are listed below each objective.

INSTRUCTIONAL OBJECTIVES

Performance and Production

Vocal Techniques and Choral Skills

1. The student will demonstrate singing posture to support vocal production.
Music MS.2
2. The student will demonstrate appropriate breathing techniques to support vocal production.
Music MS.2
3. The student will demonstrate knowledge of vocal anatomy through vocal production.
4. The student will sing with a free and clear tone, using accurate intonation.
Music MS.2
5. The student will produce pure vowel sounds (ah, eh, ee, oh, and oo) while maintaining blend and balance.
6. The student will correctly sing vowels in a diphthong.
7. The student will demonstrate voiced and unvoiced consonants.
Music MS.2
8. The student will expand the vocal range by singing developmentally appropriate vocal exercises.
Music MS.2
9. The student will sing an assigned vocal part in music containing two or three parts.
Music MS.2
10. The student will sing rounds and partner songs.
Music MS.2
11. The student will sing literature with and without instrumental accompaniment.
Music MS.2
12. The student will improvise short melodic and rhythmic patterns in response to aural prompts.
Music MS.1, MS.4

Tempo and Rhythm

13. The student will identify various tempo markings, including tempo changes.
English 7.4
14. The student will recognize and perform rhythmic patterns in musical scores and other sources (e.g., poetry, software, games).
Music MS.1

Dynamics and Expression

15. The student will apply dynamic markings in musical scores and exercises.

16. The student will identify and respond to a wide range of conducting patterns and interpretative gestures.
English 7.2
17. The student will incorporate appropriate facial and other body expression reflecting the mood and style of the music.
Music MS.8 | English 7.2

Movement

18. The student will explore types of choreography as related to different musical styles.
Music MS.3 | English 7.2
19. The student will use movement to illustrate styles of music.
Music MS.3 | English 7.6, 7.9

Collaboration and Concert Etiquette

20. The student will participate in a variety of music activities and performances.
Music MS.4 | English 7.1, 7.2 | History and Social Science CE.4
21. The student will contribute to the success of the ensemble by demonstrating behavior appropriate to the choral setting.
Music MS.8 | English 7.1 | History and Social Science CE.4
22. The student will compare and contrast concert etiquette of choral performers with that of performers in other types of ensembles.
Music MS.8 | English 7.1 | History and Social Science CE.4

Music Theory and Cultural Context

Reading and Writing Music

23. The student will demonstrate skills of choral score reading.
Music MS.1
24. The student will read rhythmic patterns that include whole notes, half notes, quarter notes, eighths notes, sixteenth notes, dotted notes, and corresponding rests.
Music MS.1
25. The student will notate rhythmic patterns that include whole notes, half notes, quarter notes, eighths notes, sixteenth notes, dotted notes, and corresponding rests.
Music MS.4
26. The student will identify melodic patterns containing steps and intervals up to an octave.
Music MS.1
27. The student will read and sight-sing rhythmic and melodic patterns of increasing difficulty.
Music MS.1
28. The student will write rhythmic and melodic phrases of increasing difficulty from dictation.
29. The student will identify basic key signatures.
30. The student will utilize available technology and related software to reinforce intermediate choral skills.
31. The student will identify musical forms, including AB, ABA, and rondo.
Music MS.5

Understanding Music History and Musical Styles

32. The student will compare and contrast musical periods and styles, using music terminology.
Music MS.5, MS.7 | English 7.4, 7.6 | History and Social Science USII.6
33. The student will compare and contrast the functions of vocal/choral music in a variety of cultures.
Music MS.5, MS.6, MS.9 | English 7.6

Making Connections

34. The student will describe how musicians, consumers of music, and music advocates impact the community.
Music MS.6, MS.9 | English 7.6, 7.7 | History and Social Science USII.6
35. The student will investigate the relationship of choral music to the other fine arts and to disciplines outside the fine arts.
Music MS.9 | English 7.6, 7.9

Judgment and Criticism: Listening, Analyzing, Interpreting, Evaluating

36. The student will explain the importance of the composer's intent, cultural influences, and historical context for interpretation of works of music.
Music MS.4, MS.5, MS.6, MS.7 | English 7.6, 7.7 | History and Social Science USI.1, USII.1
37. The student will analyze and interpret works of music, using inquiry skills and music terminology.
Music MS.5, MS.7 | English 7.4, 7.6, 7.9 | History and Social Science USI.1, USII.1
38. The student will evaluate works of music, applying accepted criteria.
Music MS.7 | English 7.7 | History and Social Science USII.1
39. The student will critique musical performances of self and others, applying accepted criteria.
Music MS.7 | English 7.4, 7.7
40. The student will analyze ways that music can be persuasive and evoke emotion.
Music MS.6 | English, 7.3, 7.6, 7.7
41. The student will evaluate ethical standards as applied to the use of copyrighted materials.
English 7.6 | History and Social Science CE.4

Aesthetics: Responding, Reflecting

42. The student will analyze and explain how factors of time and place influence characteristics that give meaning and value to a work of music.
English 7.6, 7.7 | History and Social Science USII.1
43. The student will describe personal emotional and intellectual responses to works of music, using music terminology.
Music MS.6 | English 7.4, 7.7
44. The student will apply aesthetic criteria for determining the quality of a work of music or importance of a musical style.
English 7.6, 7.7
45. The student will investigate the roles of music in societies throughout history.
Music MS.6, MS.7 | English 7.6, 7.9 | History and Social Science USII.1, USII.6, CE.1
46. The student will summarize the value of musical performance to the community.
Music MS.6, MS.9 | English 7.7
47. The student will consistently demonstrate good concert etiquette as an active listener.
Music MS.8 | History and Social Science CE.4

VOCABULARY

a tempo	bass clef	intonation	skips
AB form	changing voice	key signature	soprano
ABA form	chord	leap	steps
accelerando	coda	music form	technique
advocate	da capo (D.C.)	octave	tenor
alto	dal segno	rallentando	tonality
balance	diphthong	repertoire	tutti
blend	dotted note/rest	ritardando	unvoiced consonant
baritone	fine	rondo	vocal range
bass	grand staff	sixteenth note/rest	voiced consonant

ASSESSMENT

Teachers should select assessment methods to measure students' progress in relation to the curriculum objectives. Suggested assessment tools include the following:

- Small-group assessment using verbal and/or written rubrics
- Student self-assessment rubrics, either written (e.g., checklists) or verbal (to teacher or other students)
- Teacher-generated rubrics
- Listening journal
- Rehearsal-reflection log
- Sight-singing rubrics
- Concert participation
- Written compositions or improvised musical works, either performed live or recorded
- Warm-up and exit tasks
- Question-and-answer assessment (large group, small group, or partner)
- Visual representations (e.g., graphic organizers, traditional notation, student-created notation), either drawn, written, made with manipulatives, or computer-generated

Middle School Advanced Vocal/Choral Music

The instructional objectives for Middle School Advanced Vocal/Choral Music build upon skills and knowledge acquired at the intermediate level. Students perform choral works and sight-read materials, demonstrating expanded abilities in performance, and creativity. Through the collaborative environment of the choral setting, students demonstrate teamwork and display leadership skills. Students develop an understanding and appreciation of vocal/choral music and its relationship to other disciplines. Students are provided with opportunities to participate in local, district, regional, and state events.

Correlations to Virginia's music and core academic Standards of Learning are listed below each objective.

INSTRUCTIONAL OBJECTIVES

Performance and Production

Vocal Techniques and Choral Skills

1. The student will consistently demonstrate singing posture to support vocal production.
Music MS.2
2. The student will consistently demonstrate appropriate breathing techniques to support vocal production.
Music MS.2
3. The student will identify the effect of physiological changes on the voice.
4. The student will increase vocal control, strength, and endurance.
5. The student will produce pure vowel sounds (ah, eh, ee, oh, and oo) across the vocal range.
6. The student will demonstrate knowledge of vocal health as it applies to choral music.
7. The student will apply voiced and unvoiced consonants.
8. The student will expand the vocal range by singing developmentally appropriate vocal exercises, including head voice and chest voice.
9. The student will sing an assigned vocal part in music containing three or more parts.
Music MS.2
10. The student will sing rounds, partner songs, canons, and descants.
Music MS.2
11. The student will sing literature with instrumental accompaniment and a cappella.
12. The student will improvise melodic and rhythmic patterns in a choral setting.
Music MS.4

Tempo and Rhythm

13. The student will respond to advanced conducting patterns and interpretive gestures for changing tempos.
14. The student will apply consistent tempos while performing rhythms.

Dynamics and Expression

15. The student will apply dynamic markings in musical scores and exercises, maintaining even tone and accurate intonation.
16. The student will respond to advanced conducting patterns and interpretive gestures for changing dynamics and meters.
17. The student will use artistic expression to reflect the mood and style of the music.

Movement

- 18. The student will create movement, individually or in a group, to interpret a musical composition.
Music MS.3
- 19. The student will investigate choreography as a form of expression and communication.

Collaboration and Concert Etiquette

- 20. The student will participate in a variety of music activities and performances.
History and Social Science CE.4
- 21. The student will consistently demonstrate exemplary concert etiquette as a choral performer.
History and Social Science CE.4
- 22. The student will recognize opportunities for leadership within the choral ensemble.
History and Social Science CE.4

Music Theory and Cultural Context

Reading and Writing Music

- 23. The student will read and analyze a choral score.
Music MS.1
- 24. The student will read rhythmic patterns that include whole notes, half notes, quarter notes, dotted-half-followed-by-quarter notes, eighth notes, dotted-quarter-followed-by-eighth notes, sixteenth notes, dotted-eighth-followed-by-sixteenth notes, and corresponding rests in duple and triple meters.
Music MS.1
- 25. The student will notate rhythmic patterns that include whole notes, half notes, quarter notes, dotted-half-followed-by-quarter notes, eighth notes, dotted-quarter-followed-by-eighth notes, sixteenth notes, dotted-eighth-followed-by-sixteenth notes, and corresponding rests in duple and triple meters.
Music MS.4
- 26. The student will identify and notate melodic patterns, using specific interval names (e.g., third, fifth).
Music MS.1
- 27. The student will read, sight-sing, and compose complex rhythmic and melodic patterns.
Music MS.1
- 28. The student will write complex rhythmic and melodic phrases from dictation.
- 29. The student will identify key signatures.
- 30. The student will utilize available technology and related software to reinforce advanced choral skills.
- 31. The students will identify and explain musical forms found in choral literature.
- 32. The student will identify musical textures, including monophonic, homophonic, and polyphonic.

Understanding Music History and Musical Styles

- 33. The student will analyze musical works of contrasting musical periods and styles, using music terminology.
Music MS.5 | English 8.3, 8.7
- 34. The student will analyze the characteristics of choral music from a variety of cultures.
Music MS.5 | English. 8.7

Making Connections

- 35. The student will investigate musical opportunities for performance and advocacy within the community.
Music MS.6
- 36. The student will research the relationship of choral music to the other fine arts and to disciplines outside the arts.
Music MS.6, MS.9 | English 8.6, 8.9 | History and Social Science CE.14 | Science PS.8

Judgment and Criticism: Listening, Analyzing, Interpreting, Evaluating

37. The student will compare and contrast the importance of the composer's intent, cultural influences, and historical context for interpretation of works of music.
Music MS.4, MS.5, MS.6, MS.7 | English 8.6, 8.7 | History and Social Science USII.1
38. The student will examine ways personal experiences influence critical judgment about works of music and musical performances.
Music MS.6, MS.7
39. The student will analyze, interpret, and evaluate works of music, applying accepted criteria.
Music MS.5, MS.7 | English 8.7 | History and Social Science USII.1
40. The student will critique musical performances of self and others, applying accepted criteria.
Music MS.7 | English 8.7
41. The student will research the use and misuse of ethical standards as applied to copyrighted materials.
English 8.6, 8.9 | History and Social Science CE.4

Aesthetics: Responding, Reflecting

42. The student will analyze and explain personal emotional and intellectual responses to works of music, using music terminology.
Music MS.6 | English 8.4, 8.7
43. The student will analyze aesthetic criteria for evaluating works of music or musical performances.
English 8.5, 8.6
44. The student will summarize the value of musical performance to society.
Music MS.6, MS.9 | English 8.7
45. The student will consistently demonstrate exemplary concert etiquette as an active listener.
Music MS.8 | History and Social Science CE.4

VOCABULARY

a cappella	compose	madrigal	polyphony
arrange	descant	meter	texture
arrangement	dupe	monophonic	triple
canon	head voice	physiological	
chest voice	homophonic	polyphonic	

ASSESSMENT

Teachers should select assessment methods to measure students' progress in relation to the curriculum objectives. Suggested assessment tools include the following:

- Small-group assessment using verbal and/or written rubrics
- Student self-assessment rubrics, either written (e.g., checklists) or verbal (to teacher or other students)
- Teacher-generated rubrics
- Listening journal
- Rehearsal-reflection log
- Sight-singing rubrics
- Concert participation
- Written compositions or improvised musical works, either performed live or recorded
- Warm-up and exit tasks
- Question-and-answer assessment (large group, small group, or partner)
- Visual representations (e.g., graphic organizers, traditional notation, student-created notation), either drawn, written, made with manipulatives, or computer-generated